

KNOWLEDGE

Original Bloom's Taxonomy I

remembering of previously learned material; recall (facts or whole theories); bringing to mind

[REMEMBER]

Revised Bloom's Taxonomy I

shallow processing: drawing out factual answers, testing, recall and recognition

KEY WORDS

LEVEL 1

choose	find	list	outline	recall	say	study	where
circle	how	locate	pick	recite	select	tell	which
count	identify	match	point to	recognize	show	underline	who
define	know	memorize	quote	record	spell	what	why
describe	label	name	read	repeat	state	when	write

CLASSROOM TIPS

LEVEL 1

How To Teach: records, films, videos, models, events, media, diagrams, books

What To Observe: ask, match, discover, locate, observe, listen

Instructional Strategies: highlighting, rehearsal, memorizing, mnemonics

QUESTIONING PROMPTS

LEVEL 1

What is ____?	How did ____ happen?	How would you describe ____?
Where is ____?	Which one ____?	Can you recall ____?
Who were the main ____?	How is ____?	Can you select ____?
Why did ____?	When did ____ happen?	How would you explain ____?
When did ____?	Can you list three ____?	Who was ____?
How would you show ____?	What does it mean?	What is the best one?

COMPREHENSION

Original Bloom's Taxonomy II

grasping the meaning of material; interpreting (explaining or summarizing); predicting outcome and effects (estimating future trends)

[UNDERSTAND]

Revised Bloom's Taxonomy II

translating, interpreting, and extrapolating

KEY WORDS

LEVEL 1

add	compare	distinguish	factor	observe	retell
approximate	comprehend	elaborate	generalize	paraphrase	rewrite
articulate	contrast	estimate	give	predict	review
calculate	define	example	identify	relate	subtract
characterize	demonstrate	explain	infer	rephrase	summarize
clarify	describe	express	interact	report	translate
communicate	discuss	extend	interpret	restate	understand

CLASSROOM TIPS

LEVEL 1

How To Teach: trends, consequences, tables, cartoons

What To Observe: chart, associate, contrast, interpret, compare

Instructional Strategies: key examples, emphasize connections, elaborate concepts

QUESTIONING PROMPTS

LEVEL 1

How would you explain ____?	What is the difference between ____?	How would you differentiate between ____?
How would you identify ____?	What relationship exists between ____?	What can you interpret from the graph/table?
How are these alike? Different?	What patterns exist ____?	State in your own words ____.
What can you conclude from ____?	What would happen if ____?	Give an example ____.
What characteristics identify ____?	What could be a reason for ____?	
Which does not belong ____?		

APPLICATION

Original Bloom's Taxonomy III

ability to use learned material in a new situation;
apply rules, laws, methods, theories**[APPLY]**

Revised Bloom's Taxonomy III

knowing when to apply, why to apply, and recognizing
patterns of transfer to situations that are new,
unfamiliar or have a new slant for students**KEY WORDS**

LEVEL 1 & LEVEL 2

acquire	apply	construct	do	generalize	operate	practice	respond
action	calculate	delineate	dramatize	illustrate	organize	predict	select
act out	carry out	deliver	draw	investigate	paint	prepare	show
adapt	change	demonstrate	employ	make	participate	present	sketch
alter	compute	determine	exhibit	manipulate	perform	produce	solve
answer	conduct	develop	gain control	modify	place	put into	use

CLASSROOM TIPS

LEVEL 1 & LEVEL 2

How To Teach: collection, diary, photographs, sculpture, illustration

What To Observe: list, construct, teach, paint, manipulate, report

Instructional Strategies: modeling, 'coached' practice, simulations, algorithms

QUESTIONING PROMPTS

LEVEL 1 & LEVEL 2

How would you make use of_____?

How does_____ apply to_____?

How would you modify_____?

Under what conditions would_____?

Illustrate a way to_____.

Using what you have learned,
how would you solve_____?How could you apply what you have
read to construct_____?How would you use the facts to
investigate_____?Using what you know, how would
you design_____?

Utilize_____ to_____.

What other way would you
demonstrate_____?

Identify the results if_____.

Predict what would happen if_____.
What would result if_____?

Show me a way to organize_____.

Why does_____ work?

ANALYSIS

Original Bloom's Taxonomy IV

breaking down into parts; understanding, organizing,
clarifying, concluding**[ANALYZE]**

Revised Bloom's Taxonomy IV

breaking down into parts, forms

KEY WORDS

LEVEL 2

analyze	compare	differentiate	edit	inquire	outline	sequence
ask	contrast	discriminate	examine	inspect	point out	sort
catalog	correlate	dissect	explain	inventory	proofread	survey
categorize	decode	distinguish	group	monitor	reason	teach
chart	deduce	divide	identify	observe	review	transfer
classify	diagram	document	infer	order	segment	transform

CLASSROOM TIPS

LEVEL 2

How To Teach: graph, survey, diagram, chart, questionnaire, report

What To Observe: classify, categorize, dissect, advertise, survey

Instructional Strategies: debates, discussions, collaborating learning activities

QUESTIONING PROMPTS

LEVEL 2

Determine what could have caused_____.

Discuss the pros and cons of_____.

Explain why it is not possible for_____.

How would you order_____?

How would you document_____?

Justify your conclusion_____.

Why do you think_____?

What fallacies influenced_____?

What are the components of_____?

What is the reason for_____?

What observations can you make from_____?

What evidence will support/
refute_____?

What relationship exists between_____?

What inference can you make/were
made_____?What assumptions can you make/
were made about_____?

What is your analysis of_____?

What ideas validate_____?

What conclusions can you deduce?

Under what conditions_____?

Using the assumption of the _____
theory, analyze_____.